

Exams and the CERE course

General exam advice

In general, one of the marking criteria for all psychology finals papers is displaying critical thinking. Furthermore the style of exam question recommended to staff for level 4, and certainly as applied in CERE, is to ask a general question that relates to more than one topic, which both requires students to relate different topics to each other, and allows them to select topics they are particularly familiar with. This requires a display of deep learning as opposed to simple regurgitation, but also allows many different ways of doing so. The example exam questions and outline answers, given in another document on the course main page, illustrate this (as did the coursework wikis for the 2010-11 course).

What defines the syllabus of topics

Another page linked to from the main course web page gives a list of issues / topic for the course. In addition, any topic dealt with in the wikis of any year on this course, plus your coursework wikis this year, plus the course learning objectives in the handbook, plus any other topics represented in the course reference list. Of course this is not the whole definition, since the idea of “further reading” means you may perhaps extend it at times yourselves.

That handout also stresses that there is no list of separate topics, but a network of overlapping issues.

Sample exam questions and answers

I have a web page with sample exam questions and outline answers.

Relationship to your personal experiences

I welcome connections of concepts in CERE to particular cases, including your own. This demonstrates that you are able to connect general theories (such as deep learning, or contingent tutoring) to specific examples: and these are likely to come from your own experiences or observations. They may not be your own experiences: they might be observations of others, or of trying to teach yourselves. Conversely, if you have come across strong phenomena that don't seem to fit the theories in the course, then this may be evidence of the incompleteness of the theories.